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ABSTRACT

This paper describes the strategies, issues, activities, and interactions associated with establishing six professional development schools (PDS) as part of the Benedum Project in West Virginia. Establishment of the PDSs was a collaborative project, a school-university partnership between West Virginia University and local school districts. The planning process included assembling a PDS team to develop a conceptual framework for the PDSs, determine site selection criteria, review applications, and select sites. The first Benedum Professional Development Schools represent the diversity of schools in West Virginia and the region. A brief overview of the focus and organization of each PDS is provided. Each site has established a steering committee to coordinatie and manage PDS activities in its school. Critical factors in establishing the PDSs include thorough planning, providing release-time for school and college educators, and flexibility. The appendixes include belief statements which guide PDS activities, the PDS application, and site selection criteria. (IAH)

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TOWARD A SHARED VISION OF EDUCATION REFORM: ESTABLISHING PROFESSIONAL DEVELOPMENT SCHOOLS

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Toward A Shared Vision of Educational Renewal:
Establishing Professional Development Schools

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The Benedum Project: Reforming Education in West Virginia

The 1986 Holmes Group Report, *Tomorrow's Teachers*, focused the nation and the educational community on two main goals: reforming teacher education and reforming the teaching profession. One method suggested to support and re-create American schools was to develop strong partnerships between public schools and institutions of higher education. This new relationship would improve the quality of instruction in both institutions. For too long public schools and universities have neglected a great source of expertise from which they could draw to improve the education of their students. The concepts presented in the report are currently being used for the design and development of the Benedum Project at West Virginia University.

A true professional partnership between higher education and public schools is necessary to bring together the best resources and expertise to accomplish these goals. Collaborative work on Project goals and tasks has the full support of WVU President Neil Bucklew who has designated teacher education and reform of education as one of six strategic objectives in the university-wide planning process. (Phillips and Wolfe 1990, 1991: Lovell 1990, 1991) Public school educators have been actively involved since the planning stages; currently more than 200 public school teachers, principals and

superintendents are involved with the Benedum Project, along with some 110 WVU faculty members. University membership extends beyond the College of Human Resources and Education into the College of Arts and Sciences, the College of Creative Arts, School of Physical Education and the College of Agriculture and Forestry.

The combined efforts of both higher education and public school educators have focused on developing processes and products to meet the project goals. The first stage of the Benedum Project is funded by a $1 million grant from the Claude Worthington Benedum Foundation. The project's main goals are: (1) to completely redesign the preparation programs for novice teachers at WVU, (2) to establish Professional Development Schools and (3) to establish collaborative processes, strategies, and structures that will make these changes last.

The first goal, the redesign of the teacher education curriculum at West Virginia University, uses a modified Tyler Model of curriculum development with seven teams formulating tentative curriculum objectives for the new teacher education program. (Phillips and Wolfe, 1991: Phillips and Wolfe. 1990: Lovell, 1990: Rotter, 1990). This new program will not be the fine tuning of current courses, but the total redesign of the undergraduate teacher education curriculum at West Virginia University. The second goal of the project is to establish Professional Development Schools —places where the "best of practice meets the best of research." (Field 1990). The strategies and issues, activities and interaction of this group will be the focus of the remainder of this paper.

The Professional Development School Team: Planning For Success

Just as the curriculum redesign work of the project used teams of public school and higher education faculty and administrators, so did the Professional Development School (PDS) Team. Reflecting the collaborative nature of a school-university partnership, this team was co-chaired by the Superintendent of Schools for the county in which WVU is located and the Dean of the College of Human Resources and Education. Public school members included two classroom teachers,

two principals, and two superintendents from other counties. WVU faculty members included two from Education Administration, one from Curriculum and Instruction, one from History, and the Director of the Division of Counseling and Clinical Studies. From the beginning careful groundwork was laid with the focus on collaboration and the processes used in decision-making.

The Professional Development Schools Team began its work by studying the Planning Grant Proposal and reviewing the team charge which included: identifying opportunities and barriers in the creation of Professional Development Schools, proposing criteria for selecting PDS sites, proposing pilot clinical experiences for PDS sites and envisioning critical elements needed in a five-year development plan to support the activities in PDS sites.

During Spring of 1988 the team began by learning from current PDS models. Some of this took place through visits to PDS sites in Louisville and in Washington State. Other work included extensive readings and research into collaboration, current PDS activities and processes and the concept of "Teacher as Researcher". The materials that were gathered and used by the team form the basis for a Benedum Resource Library of over 600 books and articles, available to anyone interested in topics related to professional development school themes: collaboration, shared decision-making and curriculum redesign.

While the Benedum Project was in no way looking to copy a model, project participants also realized that it would not be necessary to "reinvent the wheel". The goal then, was to learn from those who passed before us while creating a PDS concept that was unique to the particular situation.

Early Inquiry into the Professional Development School Concept

From research and observations of current PDS practice, and using the Holmes Group publications for direction, the PDS Team began to create a vision of what a PDS might "look like." It was difficult to explain exactly what a Professional Development School is

and to provide concrete examples of PDS activities in such a way as not to limit the vision of those interested in the concept. There are some commonalties that can be identified about the PDS vision. For example, each school will work within its current organizational framework, maintaining the existing faculty (and their strengths and weaknesses). Each institution will develop a plan to forge a partnership to meet their *specific* needs. Critical elements that will emerge as the PDS process is implemented include:

- Shared decision-making
- Empowering of participants
- Using collaborative approaches throughout
- Being responsive to new ideas
- Focusing on systematic change
- Using existing data and good practices
- Emphasizing mutual benefits to schools and university

The report of the original PDS Team was used for direction and guidance for the initial planning and activities undertaken by the Benedum Management Planning Team (BMPT) as the next phase of project work began.

Initial Activities: Spring 1989

Filing the Associate Director Position

In January of 1989, the BMPT discussed the the importance of identifying the specific qualifications for the individual who would fill

the position of Associate Director for Professional Development Schools. This individual would have major responsibilities for work toward establishing Professional Development Schools. Factors that entered into the discussion included the implications of the fact that funding for the position was only guaranteed for two years, the need for the individual to be credible in both public school and higher education settings, the specific personal and professional attributes and qualities for this leadership role, and, finally, if knowledge of West Virginia schools was a necessary attribute for candidates for this position (it was determined that the search would not be limited to the state).

In July of 1989, an Associate Director for PDS was hired. A remedial reading teacher from a local school was selected from a pool of 61 candidates. Recently selected at the county's Outstanding Teacher, and having experience in the design and implementation of staff development activities on a state level, she was regarded by her colleagues as an expert teacher. Her personal energy and enthusiasm, as well as her fine relationship with administrators, were also factors in the decision.

Defining Professional Development Schools for WV

The project proposal provided a description of some of the characteristics and outcomes that were intended for Professional Development Schools:

> The Professional Development Schools that we will establish in the proposed project will provide better clinical experiences in the preparation programs of the University, better planned and more supportive programs to introduce new professionals to the schools, more effective professional renewal for practitioners in the school, increased knowledge about teaching and learning through joint research, and as a net result, better instruction for students. (p.54)

An activity that helped the PDS Team look at the collaborative process from the perspectives of both the public school and university, was the interactions with Drs. Ric Hovda and Linda Shelor from the University of Louisville/ Jefferson County collaborative. In small group meetings, formal presentations and individual discussions about Professional Development Schools, the consultants provided the following insights from their work:

- Professional Development Schools are a process.
- Take time to learn about each other's work and settings.
- We must be risk takers and not look for whom to blame, but should identify the problem and ask "What do we do about it?"
- This is an experiment, so there is no way you can fail-- you never fail if you learn something.
- PDS is innovation from within.

As a result of the PDS Team's desire to learn more about the Louisville process and to see in action the concepts and related activities in PDS sites, a group of public school and university faculty members traveled to Kentucky to meet with their counterparts who were involved in their partnership activity. This visit helped to make the concept more real to the Team members who participated in the trip.

Increasing Public School Involvement

As project work expanded it became evident that more public school participants needed to be involved in this phase of the project. To develop ways to effectively and efficiently involve public school teachers and administrators, an ad hoc Advisory Council was organized

in September of 1989. This council consisted of key educators from the four counties surrounding WVU and included a Superintendent of Schools, a principal representative, a county educational association representative and the county "Teacher of the Year". This group developed a nomination process to be used and elected a committee to select and contact the new participants for both the PDS Team and the curriculum design teams.

It was difficult to estimate the number of public school people who would be interested in participating in this project. Project management hoped to be able to add about 100 public school people to the 100 higher education faculty involved. We were surprised to receive over 250 nominations! The nomination committee now had the task of selecting participants. A balance of grade level and content area affiliations, as well as school and county locations, was reached within each of the seven curriculum teams and the PDS team.

Expanded PDS Team Activities

Team Building/ Collaboration

Beginning a collaborative relationship takes time and effort on the part of all involved. The PDS Team, consisting of 40 faculty members from both higher education and public schools, met the challenges of dealing with the cultural differences, role conflicts and skepticism of this new project. The October 13 Benedum Retreat described by Phillips and Wolfe (1990) and Lovell (1990), provided the first opportunity for the expanded PDS Team to meet as a group.

Initial differences in vocabulary (the word curriculum holds a different meaning for a second grade teacher than it holds for a C&I professor) and approaches to problem solving (Action vs. Reflection) were barriers to the progress of this group. Role conflicts were another concern. Sharing ideas and debating educational issues with your principal, your superintendent of schools and/or the professor of your Tuesday night class made some people uncomfortable in the early stages of the team work. But, as one teacher commented: "We were able to leave our roles at the door and begin to work toward a common

goal. When this happened, we could say anything."

The vision of this team grew because of the interactions and growing understanding of the PDS concept. As ideas were shared in a friendly and accepting environment the feeling of ownership grew. As one public school teacher said, "All of our ideas are written down and considered. What I think is important." The ownership of both higher education and public school team members created the commitment needed to develop the principles and documents needed to select Professional Development School sites.

The PDS Team focused on completing the tasks from the PDS Team Charges (see Appendix):

- Establish documentation process/system for activities for PDS establishment and operation

- Formulate standards/belief statements for Professional Development School participation, solicit reaction from school and university personnel and amend as needed.

- Develop structure for using standards to select PDS sites

- Carry out selection of initial PDS sites

- Support continuing collaborative efforts between the Professional Development Schools and WVU

Co-Chairs were elected, one from the public schools and one from higher education. The co-chairs work closely with the Associate Director for Professional Development Schools in planning and facilitating meetings and informal interactions.

PDS Team Tasks: Creating Belief Statements

The Belief Statements created by the PDS Team are the guidelines for all activities in PDS sites and represent the best of our

vision of what a school should be. Using the Nominal Group Process Technique (Gepson, Martinko, and Belina, 1981) to generate and organize the ideas of the team, five belief statements were identified. (Field 1990). The writing and editing process took many days as the group searched for just the right words to express their ideas and feelings for these guiding principles. The Belief Statements (see Appendix) are summarized as follows:

1. All in a Professional Development School are learners.

2. All in a Professional Development School have the opportunity for success.

3. The organization of a Professional Development School encourages all to be empowered.

4. A Professional Development School fosters an environment of mutual respect.

5. A Professional Development School promotes curriculum and instruction that evolves from continual review and that reflects the school's vision.

The belief statements reflect the PDS Team's focus on the concept of a school community as embracing more than just the administrators, teachers, and students. Support staff, parents and the community at large were included in the Team's idea of a PDS community. This concept is evident in the belief statements that begin: "**All** in a PDS will...." The Team recognized that the changes in restructuring PDS sites must include all groups if the changes are to be meaningful and lasting.

It should be noted that these Belief Statements were completed in early November, 1989- independent from those created by the

Holmes Group in *Tomorrow's Schools*. The PDS Team was very pleased to note that those created by Holmes are very similar to the Benedum Project PDS Belief Statements.

Site selection criteria

While articulating beliefs concerning what a school should look like is a difficult task, it is a personal activity and not a political one. No matter what the size of the school, the level of its past performance or the grade level taught, beliefs about what education should do for the school community are a personal philosophical concern. Not so when the discussion turns to site selection criteria. Each public school team member (and some higher education members with close ties to particular schools) brought to the site selection discussions a commitment to seeing that a particular school would be considered. Large schools thought a big school was necessary, award-winning schools felt a successful track record was a must, while smaller schools and schools with little opportunity for success voiced their concerns over the inclusion of these characteristics.

When identifying criteria for selection the only "givens" listed in the proposal were:

- Between 3-6 schools could be selected.

- Schools would represent each of the grade categories: elementary, middle and senior high school.

- At least one of those selected must be a rural school.

- The sites would represent the diversity of schools in the state and region. Characteristics to be reviewed will include:
  - Size
  - Grade levels
  - Location/Proximity to WVU

Characteristic of student body
Characteristics of faculty

In addition to these original criteria stated in the proposal, others were developed through the work of the PDS Team. These included:

- The sites will develop a collaborative relationship with WVU and will serve as sites for practicum students.

- The sites will share their successes with others.

- Applicant schools will have the endorsement of their county board of education.

- Applicant schools will have the endorsement of at least 60% of their teachers.

The rural school issue also posed a problem as the group searched for a definition of "rural" upon which everyone could agree. Ideas ranged from "number of students living outside the city limits" to "if you can see a cow from a window in the school, you are rural." The group was concerned about identifying a school as rural when the school did not consider itself to be so. It was finally decided that schools were to decide if they thought they were rural and explain why. This allowed each school to define and label itself.

The criteria and the Belief Statements became components of the Application Packet that was created by the Team. (see Appendix D)

Application Packet

Once the criterion was established and the Belief Statements written, the need to create a way to identify and evaluate a school on

these characteristics had to be identified. Each application included three narrative questions: one that asked respondents to describe how the Belief Statements relate to the applicant school as it is now or might be in the future; one that asked them to envision new types of collaboration between WVU and the schools; and a third that asked them to imagine benefits to the school community if the school was chosen as a PDS site. A demographics section was included to gather information about both the student and teacher populations, and Statement of Support documents from both the Superintendent and the Principal were requested. To qualify for consideration, the applicant school had to provide evidence that 60% of the certified personnel had voted to endorse the application to be a PDS.

Application packets were sent to each of the 70 schools in the 4 county area on November 15, 1989-- just over one month since the expanded PDS team began meeting. The packet (see Appendix D) included a cover letter describing the Benedum Project and the application process, a list of those who helped to create the documents, the criteria being used for selection, and the actual application. Schools were also notified that Benedum Staff would be available to talk with faculties about becoming a PDS site and that each county board office had a copy of a video explaining the PDS concept and describing the Benedum Project. Applications were due January 5, 1990.

Application Review and Site Selection

After the application packet was finalized, a way to review and select the schools was needed. The experience of the team members with the creation of the documents made them a great source of knowledge and expertise on evaluating the applications. A review team was elected from the original PDS Team. This five member team consisted of 3 public school members (one elementary teacher, one senior high teacher and one administrator) and 2 university faculty members. None of the members could have any connection to a

school that was applying to become a PDS site. This team completed a training session on January 11, 1990 that included the development of common understandings of the belief statements and the application questions and a simulated review (Field, 1990: Lovell, 1990).

Requests from schools interested in becoming PDS sites began to come into the office shortly after the applications were distributed. Eighteen presentations were made to sites interested in learning more about becoming a PDS site. As of the deadline for submission, fourteen completed application were received. The Review Team met on January 23, 1990 to make their recommendations for PDS sites choices.

During the selection process the schools were evaluated and ranked. Discussions for making the final selections again stressed the team's commitment to diversity of sites: variety in size, location and past performance records were included in the discussions of the strengthens of each application. Based upon what a certain group of schools could offer, 6 schools were recommended to the Benedum Management Planning Team to become the first Benedum Professional Development Schools.

Six Sites Selected

The first Benedum Professional Development Schools represent the diversity of schools in West Virginia and the region. Located in four counties of northern West Virginia, the sites vary in distance from 5 minutes to 45 minutes travel time from the University. The following descriptions, written by the sites, describe the schools' settings, student populations and educational objectives:

Marion County:
East Dale Elementary
(602 Students Grades K-6, 37 Faculty members)

East Dale Elementary is Marion County's largest elementary school housing grades kindergarten through six with an enrollment of about 600 students. It is a rural school, built for the consolidation of five smaller elementary schools in 1971, modeled after the "open school" concept, which was popular at the time. East Dale's major thrust is to provide a positive climate for all learners, including teachers, students, and parents. For these efforts, East Dale was chosen to be a West Virginia Exemplary School in 1988 and a National School of Excellence in 1989.

Monongalia County:
Central Elementary
(159 Students Grades K-6, 10 Faculty members)

Central Elementary is a small school located in downtown Morgantown, a university community of about 40,000. It contains one classroom for each of the grades kindergarten through sixth. There are 38 children from many foreign countries, and five hearing impaired children. The school is cared for by 10 teachers, 9 service personnel, and 1 principal.

Morgantown High School
(1,400 Students Grades 10-12, 91 Faculty members)

Morgantown High School was built in 1927 as a campus style facility whose four buildings enclose on three sides of a football stadium. The school was built to house 1200 students, but almost from the day it opened the enrollment has exceeded this number. The school prides itself on its tradition of academic excellence and high expectations for all of its students. Even though the school produces 10-15 National

Merit Semi-Finalists each year, and students attend many of the most prestigious universities in the country, the school also offers a varied curriculum for the wide variety of academic abilities of our students. Sixty-five percent of the students pursue 4 year college degrees after high school graduation, and 50 percent of our students come from a rural environment.

Suncrest Primary
(210 Students Grades K-3, 13 Faculty Members)

Suncrest Primary School houses 210 children in Headstart, kindergarten, grades 1, 2, and 3. It is a community school located in a residential area near the Evansdale Campus of WVU. This school community includes a range of parent occupations and income levels. One or both parents may be involved in some aspect of education, either as teachers, students, or professors at WVU or in the public schools. Suncrest has a strong parent participation program. Sixty-five percent of the families participated in the Parent Advisory Committee, the Parent Representative Group and/or the Parent Volunteer Program.

Preston County:
Valley Junior High School
(215 Students Grades 7-8, 15 Faculty Members)

Valley Junior High is a rural school located in the quiet community of Arthurdale about 20 miles southeast of Morgantown. The main school buildings are part of FDR's original Homestead Project of the 1930s. Students come to the school from the surrounding small towns and rural areas.

Taylor County:
Grafton High School
(735 Students Grades 9-12, 40 Faculty Members)

Grafton High School serves all of Taylor County since the closing of Flemington High School in June, 1990. Grafton High School is a rural school, with many students coming from the lower end of the socioeconomic scale, and it is located about 45 minutes from West Virginia University.

The PDS Concept in Action: Initial Sites Activities

It is important to remember that this has been an evolving process; a site-based project of shared decision-making and collaboration. Constant monitoring and adjusting to meet the needs of the sites is the norm. Participants are not bound by an excess of paper work, rules or regulations that were in place before the sites were selected. The Benedum Project stresses collaboration and the creation of new and lasting relationships between higher education and public schools. The projects and activities in the schools are vehicles for initiating collaborative relationships and creating ownership of these activities that will result in the improved educational environment in each site.

Early Issues in PDS Sites

West Virginia's First Teachers' Strike

Just two days after the PDS sites were notified of their selection, the first teachers' strike in state history began. While the majority of counties in the state were participating in the strike, there were many teachers who continued to cross the picket lines. PDS sites were effected by this division among their faculties (Phillips and Wolfe, 1990). It is extremely difficult to collaborate and celebrate if many of the people on your faculty are on opposite sides of a picket line. Although the strike was short-lived and the teachers felt they had

benefited from the action, it was weeks before some of the school faculties were able to work together as a team. (Francis, 1991).

Working With Four County Systems

The sites selected represent four different county school systems in West Virginia. Support by the Superintendents was evidenced by the Statements of Support that were included with each application, but formal arrangements needed to be developed in regards to understanding project activities and the PDS concept, transfers of grant monies, paying for substitute teachers and other basic administrative concerns. A formal meeting was held immediately following the site selections with the Superintendents and the Project Director and the Associate Director for PDS to discuss these concerns. Other informal contacts and communications continue as the needs are identified.

Site Celebrations

A large and formal celebration and announcement of the PDS sites had been tentatively scheduled to follow the notification of the sites as to their selection. With the teachers' strike and the pending legislative session, a decision was made to postpone the formal announcement and hold individual celebrations at each of the sites. This also allowed us to customize the event to suit the needs of the faculty and the community. With printed invitations and refreshments planned by the PDS Project staff, and publicity, guest lists and speakers arranged for by the PDS sites, the celebrations were held. Each celebration reflected the individual personality of the site. These celebrations provided the opportunity to refocus the school and the community from the effects of the teachers' strike to the opportunities this project holds for the future of the school.

Linking School Sites and U: WVNET

When the decision was made to select 6 PDS sites, some concern was voiced by the project's external evaluator about the ability

of our staff to keep in contact with the activities in sites that were located from five to forty-five minutes away from WVU. Dr. Susan Johnson, Harvard University professor and the Benedum Project's external evaluator, suggested that we link each school electronically, using a personal computer and an electronic mail or bulletin board system. Each school received an IBM Model 50, a modem and printer and the access information to use the WV Network for Educational Telecommunication (WVNET) This system allows for messages and announcements to be sent to each school site from the Benedum Office and also provides communication between sites. Still in the beginning stages of use and development, it is hoped that this system will facilitate communication among faculty members with similar interests from different sites and help to clarify and answer questions about meetings, proposals and other educational concerns.

Site Activities Begin

Early in the spring of 1990, after the site celebrations and arrangements with superintendents were made, sites began to develop a plan for organizing a management system for site activities. A Site Steering Committee was needed to manage PDS activities in each school. In keeping with the commitment to site-based management and control, each school determined the size of their steering committee, how the members would be chosen and when and how often the committee would meet. The only guidelines provided were the need for faculty and administrative representation from the school and for continued collaboration with WVU faculty representatives.

With these guidelines the sites created steering committees that reflected the individual site's needs. Some schools have representatives from the community, their Partner in Education, parent groups, county school board and student groups. The size of the committee varies from school to school. Some of the smaller sites include all of the faculty on their Site Steering Committee, while some of the larger sites held faculty-wide elections to help select the group's membership. Once membership was determined, each group

began to survey their charge and organize to accomplish their goals.

Site Steering Committee Charge

The Site Steering Committee's role is one of coordination and management of PDS activities in their school. This group's activities include:

- Monitoring expenditures
- Using Belief Statements as a Guide for PDS activities
- Creating, implementing and evaluating projects that will further the development of the PDS concept of site-based management, University collaboration and special school needs
- Develop proposals for funding for PDS projects
- Develop a Long-Range Building Focus for the school that is congruent with Belief Statements
- Collect Baseline data as identified by the Site Steering Committee. This self-evaluation will help to evaluate future successes

Creating new structures that include shared decision-making, new roles and responsibilities for committee members and "teacher empowerment" is not an easy task. It has been difficult for some schools to organize for these activities. But each has made progress toward their goal. Just as each site has a diverse student population and unique schools organization, so has the committee compositions and structures reflected this diversity. Each school is at a different level and stage of becoming a PDS - in understanding the PDS concept and in internalizing the restructuring and reorganization of their school.

Each PDS site developed a Long Range Focus that would assist others in the project in understanding the school organization and goals. Focus Statements were written collaborativly by the steering committees of each site and are unique to that school. Although guidelines were provided, each school created a document that reflected not only the school goals but also the evolving, collaborative processes used in each site. The Focus Statements are used by the Proposal Review Team when reviewing requests for support and have helped each site to better understand the needs of other sites and their plan to meet those needs and reach their goals.

A Brief Overview of Site Foci and Organization

East Dale Elementary School, Marion County

The school focus is curriculum re-design to enhance interest and learning in mathematics and the sciences. Through private donations and county support, the school is building a futuristic math/ science laboratory to house the new technologies and create an environment for interdisciplinary learning. Several sub-committees are actively gathering relevant research to share with the faculty; topics include: computer technologies, learning and teaching theories, and grant sources and proposal writing. Staff development activities have included computer training, grant writing and reviewing model programs in elementary science and math technologies. Many WVU faculty members actively participate in site steering committee meetings as well as work with specific sub-committees.

Central Elementary School, Monongalia County

The improvement of student self-esteem has been selected as Central's school focus. Using the cultural diversity of their school as a guide, three curricular areas have been targeted: the whole language

approach to reading, emphasis on wellness and positive self-concept, and the use of multicultural, cross-grade learning experiences. The entire faculty of Central School serves as the Site Steering Committee. Weekly after school meetings allow the faculty to share their experiences, report on committee work and write and review proposals.

Morgantown High School, Monongalia County

Fundamental school restructuring, including major internal changes in decision-making and curriculum, is at the heart of the MHS School Focus- becoming a School for the 21st Century. Beginning with faculty discussions and strategic planning activities, specific themes are being identified by the entire faculty. Faculty representatives for the steering committee were elected by faculty vote and joined by the Superintendent of Schools and the President of the School Board. Several community members also serve on the committee. The concept of "Teacher as Researcher" has been adopted and collaborative research on students, computers and writing is currently being done.

Suncrest Primary School, Monongalia County

Suncrest has identified two building focus activities: enhancing learning through an emphasis on student learning styles (beginning with the science and social studies curriculum, and the development of a pilot experimental arrangement for field experiences for WVU's pre-service teachers. This Teacher Education Center is staffed by a Site-based Supervisor who works with the field experience students in the morning, then returns to her first grade classroom as teacher in the afternoons. Staff development opportunities have been a major goal of the faculty of this site. The majority of the teachers have completed the 4MAT Learning Styles training and are beginning to implement the activities with the students. Strong WVU and parent involvement

are evident at every meeting.

Valley Junior High School, Preston County

Drawing from the heritage of the community, Valley has identified and begun to implement an interdisciplinary, hands-on approach to learning, using the Foxfire method to emphasize community heritage and student-chosen learning goals. Many faculty members have participated in summer school classes and graduate courses developed for PDS sites to help enhance and develop the school focus. Representatives from the community and WVU are providing input and new perspectives for the group as they begin to address the changes that are necessary to implement their goals.

Grafton High School, Taylor County

The focus identified by Grafton High school addresses student motivation and the at-risk student population. Initial plans include school-wide restructuring of curriculum arrangements and discipline policies. The steering committee and two larger subcommittees are developing policies and activities based upon past school activities, student needs and current educational research. Grafton is also experimenting with different forms of WVU field experience supervision at their school.

Creation of Cross Site Steering Committee

Although selected because of their diversity, the commonalities of the sites are also evident. Each has a commitment to the innovations and changes necessary to become a PDS, as well as the sharing of knowledge and personal growth with the other sites. Also evident was the need to share site concerns, successes and knowledge. No formal structure for this sharing was provided for in the original Benedum grant proposal. In April of 1990, a gathering of representatives from each of the sites along with Benedum Project

staff, discussed ways in which sharing and communication across sites could best be facilitated. From discussions at this meeting the concept of a Cross-Site Steering Committee (CSSC) was developed. This new group consists of one teacher and one administrator representative from each school, Benedum Project staff and university faculty members active in school collaborations. A guest from each site is also invited to allow for more participation from the sites in PDS work. The CSSC provides a forum for sharing information with the sites in a consistent manner, allows sites to learn from each other and helps to facilitate discussions about things that affect activities across the sites. Co-Chairs, one from the university and one from the public schools, were elected to organize and run the meetings.

Cross-Site meetings are held in each PDS site on a rotating basis, except during the summer when the air-conditioned comfort of a university meeting room was selected as the ideal location for the meetings. Each meeting includes information items for the sites - meetings, course offerings, grant applications, available resources and other information that all sites need to know. Each site also provides an update to the group on PDS activities at their school. This can include sub-committee reports, descriptions of staff development activities and/or conferences they have attended and any other information they would like to share with the group. Concerns or requests for assistance are also included in an unstructured way. Topics of concern to the sites are selected and discussed or decisions made about specific management needs involved with administering the grant at the sites.

Requests for Support

An original task identified by the CSSC developed a Request for Support form and the criteria for review and funding of these requests. This task took many hours to complete. Forms were created, used and modified to meet the needs of the sites. During the summer of 1990, the Request for Support form evolved through several revisions and changes, as did the proposal review process. This

process included the screening and evaluation of Requests for Support from the six sites. These requests are the way that monies are provided to support PDS activities in each site.

The first process used to evaluate the Requests was the presentation of school requests at the Cross-Site Steering Committee (CSSC) with the decision as to funding made by this group. The only real criteria for review was that the activities support the PDS Belief Statements and support the Long-Range Focus of the site. As CSSC members began reviewing the requests, it became evident that the size of the committee and the changing composition due to the inclusion of visitors from sites was interfering with the completion of the task in an efficient manner.

It became evident that this process also needed revision. This led the group to select a smaller group to review the proposals.The group recognized that, not only was this a time-consuming process that kept them from sharing and learning from each other, but that they were unable to be objective. Not only did each of the representatives understand how important each request was to the individual school (even if it was not always easy to identify the specific benefits) and allow that to affect their judgement, it was also realized that the friends you were judging and evaluating at this meeting would have the chance to do the same for you the next time you submitted a request. This system did not allow for the objective evaluation of requests for funding that this group desired.

Creation of a Proposal Review Team

The solution to the proposal review problem came with the suggestion that an outside group might be more objective in reviewing these requests. It was decided that this new group would need to understand the PDS concept, the Belief Statements and each school's focus. Members from the original PDS Team, comprised of the public school and university faculty members that created the Belief Statements and helped to select the PDS sites, were asked to form this Proposal Review Team. A five member team, similar in

the selection of PDS sites, the planning has moved closer to the schools. Site Steering Committee meetings, sub-committee meetings, Cross-Site Steering Committee meetings and Proposal Review Team meetings are planned and organized to facilitate interaction, discussion and facilitation of tasks and goals.

Early Involvement of Public School Personnel: It was very important to the success of the Benedum Project and the Professional Development Schools Team in particular to include public school personnel in the earliest stages of the planning of the Project. Not only were their perspectives and expertise needed to create the documents and processes used in selecting the PDS sites, but also, without their initial participation, the Benedum Project would be another case of schools "being done to." The involvement of educators in PDS sites from the writing of the application through developing a framework to complete school activities has been vital to the development of common understandings and goals.

Reaching True Collaboration: Despite early, natural competition, the PDS Team began a transformation: they began to think and act as a *TEAM*. A large part of the success of the Project has been due to the foresight of the grant authors in providing time and money to support planning and reflection at every level of the Project. This planning time gives people the chance to learn about each other and from each other.

The intensity of the interactions and commitments brought much to the flavor of the PDS Team that planned for PDS sites. Members were driven to complete the tasks in the time allotted and would not allow further revisions of the timelines. Participants looked for consensus; members represented the ideas and feelings of those members not present at a meeting ("I think ___ would have a concern about that if she were here."), and the goal became writing good documents that would represent the collective ideas of those involved.

Southeastern Holmes Group meetings and have had articles published in *The Link*, a publication of Appalachian Educational Laboratory. Nationally, papers and symposium and workshop sessions have been made about the Benedum Project and the activities in PDS sites at AERA, ATE, AACTE and at the National Holmes Group meetings. This opportunity to present at national conferences and to be interviewed for articles in *The Holmes Group Forum*, have provided unique learning experiences for all involved. The organizing, reflecting and writing that is needed to be successful at these activities have been a way for the project to document the various stages of this process. Having the opportunity to attend and participate in other conference sessions provides each of us with the chance to learn from others and to continue to validate that what we are doing is on track. Requests to visit our PDS sites and for the PDS schools to present what they have learned in other forums has motivated us to develop a Speaker's Bureau that can provide people to discuss their experiences with working and growing in a Benedum Project Professional Development School.

Our Successes

Professional Development Schools, the PDS Team and all of the educators involved with the Benedum Project have many successes of which to be proud. Described below are a few that were very critical in establishing Professional Development Schools:

Thorough Planning: The fact that the grant was funded by the Benedum Foundation shows the forethought and planning of the faculty at WVU. Building upon the University commitment to educational reform and the Holmes Group Report, much time and thoughtfulness went into the planning of all phases of the grant. The weekly BMPT meetings and the bi-weekly PRIT meetings help to foresee and prevent issues from arising and enable those that do develop to be resolved quickly, before other problems can arise. With

Care was taken so that not just one view or perspective was presented. ("We have to think about developing the best application we can and not worry about whether our school is going to apply or not.") The work was task-oriented during this stage of the Project. The members completed the idea phase and used this knowledge to create the documents and processes necessary for the success of the PDS sites. Now these processes are being used in PDS Sites.

Change must involve many people if it is to be sustained and is to make a positive difference in the educational process. The days of believing that school improvement projects can be successfully copied from one school and superimposed upon another are no more. The Benedum Project staff believe these statements and do everything possible to support both the public school and higher education faculties in these efforts. The interactions have been unique because of the people involved and the structure that developed, just as each PDS site has a unique organizational structure because of the variety of people involved and their leadership styles. To think that one idea will work in all situations is unrealistic and will only retard the process of change. Lasting change can not be mandated, nor does change take place with the adoption of a new textbook or the appointment of a new administrator. Shared decision-making and collaboration will allow these educational changes to take place. These new structures and frameworks are also evident in each PDS site.

If one subscribes to the definition of *teamwork* as being "coordinated action by a cooperative small group in regular contact wherein members contribute responsibly and enthusiastically toward task achievement" (Davis, 1972), activities of the PDS Team, the Site Steering Committees and the Cross-Site Steering Committee can truly document their activities as teamwork.

Providing Time: The time needed to accomplish the goals of the Project, of the PDS Team and in PDS sites is supported by the management of the Project. Released time for educators in both the higher education setting and the public schools was written into the

Project. This allowed for a more energetic group and more productive meeting. If all meetings had been scheduled after school, in the evenings, or on weekends, few people would have committed to the hours necessary to complete the tasks. Although many of the initial PDS Team meetings were scheduled for the "after hours" time slot, it was because the team decided upon this schedule. With the intensity of some of the PDS meetings, the participants decided not to be out of their classrooms as often and to meet at night. However, this decision was not imposed; it was decided upon by the group. While steering committee meetings are usually held after school, CSSC meetings are held during the school day with substitutes provided. This allows for fairly consistent attendance at meetings and the opportunity to bring guests to the meetings.

Flexibility. After sites were selected and activities begun in each of the six sites, it became evident that new structures and organizations would be needed to help facilitate communication and the completion of tasks and goals. The creation of the Cross-Site Steering Committee was not a function of the original proposal but developed from a perceived need. The governance, structure and membership were decided upon by members of PDS faculties. Other activities or organizations that have evolved include the Proposal Review Team, the Request for Support Document and various structures in PDS sites. This flexibility enables the project to group and meet the changing needs of those developing within the PDS concept.

Next Steps

As PDS sites become more comfortable with some of the new roles and organizational patterns that have developed, some common concerns have been identified by the group for further study and discussion. The need to develop more and varied ties with West Virginia University, to look more closely at how the PDS sites can directly contribute to the redesign of the teacher education program, the concept of "Teacher as Researcher", and how to manage the "Faculty Senate" mandated by recent WV Senate legislation. These are

topics that can be addressed in a variety of ways through the current organization of the project.

The Professional Development School component of the Benedum Project can provide an example of ways that collaboration, planning, ownership can build a framework for educational reform activities that change the nature of interactions in both higher education and the public schools.

31

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Appendices

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Appendix A

Professional Development School Team Charges

PROFESSIONAL DEVELOPMENT SCHOOLS TEAM

The focus of the Professional Development Schools Team, which will be composed of members from the public schools and the University, is on designing and implementing strategies and activities to establish Professional Development Schools. These schools will be committed to exemplary practice, and each will identify and pursue its own projects to enhance teaching and learning. Within the parameters designated by the members of each participating school, Professional Development Schools will be sites for collaborative inquiry and development carried out jointly by members of the individual schools and of West Virginia University and will serve as clinical sites for WVU preparation programs.

The charge to the Professional Development Schools Team is to carry out the following tasks and activities:

1. Review the literature on Professional Development Schools.
2. Plan and conduct WVU/schools conference or symposium on Professional Development Schools.
3. Develop and implement publicity on Professional Development Schools for local, state, and other audiences.
4. Establish communication and public relations systems with schools, teachers, students, administrators, school boards, community, and WVU and other higher education faculty and administrators.
5. Establish documentation process/system for activities and for Professional Development Schools establishment and operation.
5. Formulate standards/belief statements for Professional Development School participation; share draft and solicit reactions from appropriate school and WVU personnel, and amend as indicated.
6. Develop structure for using standards to select Professional Development Schools.
7. Select and implement pilot projects.
8. Carry out selection of initial Professional Development School sites; design and conduct orientations.
9. Support and assist continuing collaborative efforts between the Professional Development Schools and WVU.

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Appendix B

Belief Statement Session
Public School Members
Nominal Group Technique
10-11-89

Members of the Professional Development Schools Team of the Benedum Project were invited to participate in writing belief statements that will help to guide the selection and development of PDS sites.

Participants included Barbara White, Susan Donovan, Dennis Gallon, Janet Crescenzi, Jim Napolillo, Ruth Oaks, Mary Ann Seckel, Jake Seitz, Tom Hart, John George, Kelly Michael, Tom Deadrick, Greg Cartwright, Norman Adlington, Maryann Matheney, Sandra Wales, Bob Beach, Tom Lash, Gail Looney and Jake Mullett. Teresa Field and Sarah Steel assisted the facilitator of the process, Rusty Russell.

NARRATIVE

This group of public school teachers met for the first time as a team on this date. The Nominal Group Process took place in the afternoon with the morning being devoted to orientation of the team goals and charges and a discussion of "but" statements and barriers the group saw to implementation of any of the charges and goals. The group also discussed the "what if..." type of statements before retiring to a Luncheon in 802-A. The afternoon session began with the introduction of Rusty Russell and an explanation of the NGT and desired outcomes from this group.

Participants then began to list their ideas about the problem statement provided to them for this session:

Part of the Benedum Project involves establishing Professional Development Schools. Your task is to help describe the characteristics of a Professional Development School by identifying what should take place in a PDS to lead to successful teaching and learning.

The group was randomly divided into three groups. After silent brainstorming, round-robin sharing of ideas was begun within each group. The ideas from this part of the process were recorded on cards and displayed before the group. The next step involved grouping together the "like" items into categories. These categories were then given a "title" or phrase to represent that group of ideas.

At this point each small group reported to the whole group what their categories were and provided a period for clarification and question. After all three groups had reported on this phase of the process, individuals were asked to help combine any of the categories that were the same from group to group. After this task was completed, each individual selected the categories they thought were most important to the goals of the Project and a vote was taken. Twelve items were selected and sent to small groups for further work.

A statement was to be written consolidating (while incorporating) all the ideas from all three groups for each idea. Small groups were mixed at this point to ensure that representatives from each group was available as a source for information and clarification while these statements were being written.

Once the statements were written they were read and posted for the whole group to see. The final step included weighing the importance of each statement by the individual assigning points to each. (each participant was given 100 points.) These points were totaled and a numerical sum recorded for each statement.

NGT Process Responses

The following is a compilation of all the card responses from the 10-11 meeting. They are organized by the final form developed by the group.
Individual cards are listed first (with original group number included.), consolidating titles next and finally, the completed written statement for each group of ideas. These ideas are listed in the rank order voted on by the group at the end of the process.

Adequate qualified support services / 3 Elimination of non-teaching duties / 3

Shared learning-- Community, School, and Family / 1 Shared decision making / 1 Teacher input / 1

Paid team leaders / 2 Flexible scheduling / 2 Teacher teams / 2

Teachers select teachers / 2 Teacher input into policy decisions / 2 Teachers can consult with peers / 2

Teacher involvement in budget / 2 Teacher acting rather than re-acting / 2

TEACHER EMPOWERMENT

In a PDS, teachers share in the decision-making process regarding policy , budget , staff selection, staff development, flexible time scheduling, and non-instructional duties with community and administrative support.

.....

Students are challenged /2 Small groups / 2 Goal driven / 2

Active involvement of students / 2 Data-driven decisions / 2 Innovative and creative teaching techniques-enthusiasm / 2

EMPHASIS ON ACADEMICS

A PDS school is one which emphasizes academics to challenge and actively involve all students by enthusiastically presenting innovative techniques which meet the needs of any size group, using data-based decisions to guide goal driven instruction.

Time to reflect / 2 Teacher as researcher / 2 Adequate planning time / 2

Staff willing to work / 2 Observing other teachers / 2

Release time for professional development / 2 New teacher induction program / 2

Time to consult with students / 2 Interaction, students and teachers / 2

TEACHERS

A PDS is guided by the belief that the teacher is an individual who will work with the whole staff. She/he will be granted adequate time for planning, researching, observing, and consulting with students and professional development.

Team oriented / 3 Idea sharing / 3 Problem solving stressed / 3

Collaboration/ Change to improve education / 3 Communications among all / 3

Opinions freely expressed and received / 3 Decision processes open and orderly / 3

COMMUNICATION

A PDS school is one in which lines of communication are open, encouraging free expression among all members of the school community, in order to improve educational opportunities through idea sharing, problem solving, and team oriented approaches

Acceptance/ Change process/ Leadership to facilitate and endorse / 1 Flexibility/ Curriculum school structure and thinking / 1

Time for experimental learning / 1 Development of leaders / 1

Limited outside imposed goals / expectations / 1 Changes / 1 Encourage/ Support experimentation 1

Indepth studies, curriculum / attitude / 1

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ATTITUDES

A PDS school will and foster positive attitudes which will accomplish the following Acceptance to change, flexibility, experimentation, goal oriented expectations and the development of leadership.

Raise expectations / 3 | Teach responsibility / 3 | Success oriented / 3

All are learners / 3 | All students can learn / 3 | Develop work ethic for all / 3

Positive student attitude / 3

EDUCATION IS JOB 1

Staff in the PDS school demonstrate that all are learners ; therefore expectations are raised in a success oriented atmosphere with the responsibility of the learner being emphasized.

Less stress / 3 | Students are happy / 2 | Trust / 2 | Humor / 1 | Cooperation / 3

Few interruptions / 2 | Direction is evident / 2 | Cheerful atmosphere /3 | Love/Caring/ 1

Develop self-esteem / 3 | Positive modeling / 1 | Enthusiasm and excitement / 1

People are willing to take a risk / 2 | Teachers and students individual rights respected / 3 | Success breeding/ meaningful challenges / 2

Open environment / 1 | Acceptance of student, parent, teacher responsibilities / 1 | Positive learning environment / 1

SCHOOL CLIMATE

School climate fosters the development of self-esteem, a cheerful atmosphere and a positive learning environment which breeds success through meaningful and challenging activities and respect for individual rights in a trusting, loving, and caring environment through which people are willing to take educational risks. This should develop and enhance educational excitement that may be evident by positive role modeling and the acceptance of responsibilities by students, teachers, and parents.

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Flexible principal / 3 | Informed staff / 2 | Cooperative administration / 2

Administrator is instructional leader / 2 | Support of all administrators / 3

Less jargon, more doing / 3 | Strong instructional leadership / 3

INSTRUCTIONAL LEADERSHIP

To ensure success of a PDS school, instructional leadership will be action oriented, exhibiting and encouraging cooperation, flexibility and support of teacher based decisions. Become a leader of leaders.

Active learning process Student & staff/ 1 | Opportunity for idea exchange/ 1 | Sharing ideas/ 1 | Team Teaching/ 1

Time for individualization/ 1 | Opportunities to apply theory/ 1

ACTIVE EDUCATION

In a PDS school, active education is observable when team teaching is utilized; however there must also be time for individualization. During teaming there must be sharing of ideas to provide opportunities for theory application. The learning process is not complete without students and staff working together. Time must be spent on exchange of ideas in order to promote an indepth study of curriculum and attitudes.

Group leadership/ 1 | Meaningful staff development/ 1 | Support systems for for students & staff/ 1 | Equipment to work with/ 1

Professional release time/ 1 | Emphasis on research and writing/ 1 | Board & superintendent supportive/ 2

Paraprofessional available/ 2 | Access to materials and expertise/ 2 | Parent involvement/ 2 | Volunteers/ 2

More $/ 2 | Adequate materials and resources/ 3 | Continual leadership development program/ 1 | Sabbaticals/ 1

Teacher support of PDS/ 1 | Opportunities for professional growth/ 1 | Funding for new teacher ideas/ 1 | Access to new ideas/ 1

Professional "paper trail"/ 1 | Teachers recognized as professionals/ 2 | Raise salaries/ 3 | Time to do work/ 3

Adequate preparation time/3 | Informed and supportive community / 2 | Adequate facilities/ 3

SUPPORT SYSTEMS

A PDS has philosophical and financial support through various systems including the Board of Education, professional educators, service personnel and the community.

Community involvement/ 1 | Community education/ 1 | Extra-curriculum program/ 3

Partnerships/ 1 | Parental support/ 3 | Enrichment activities for all students/ 1

Public relations/ 1

EXPANDED EDUCATION

A PDS includes extensive community involvement which fosters community education and extracurricular activities that focus on partnerships and public relations.

Future oriented curriculum/ 3 | Related curricula/ 3 | Refine teaching skills/ 3

Updating old ideas/ 3 | Ready for change/ 3 | Common goals/ 3

CURRICULUM

A PDS curriculum is one that updates old ideas, refines teaching skills, integrates all subjects and is future-oriented.

The following ideas were developed but were not ranked high enough to write belief statements concerning the content.

Cooperation/ 1 | Provide best learning environment/ 1 | Develop better attitudes/ 3

Caring/ 3 | School climate/ 3

LEARNING ENVIRONMENT

Students maintain individuality/ 2 | Peer tutoring/ 2 | Students progress upward/2

Student success/ 2 | Kids grow academically, socially, emotionally/ 2

STUDENTS

Partnership in evaluation/ 2 | Monitoring/ 2

EVALUATION

STATEMENT RANKING

School climate

Support systems

Teacher empowerment

Active education

Attitudes

Teachers

Instructional leadership

Communication

Education is Job 1

Emphasis on academics

Curriculum

Expanded education

*Students

*Evaluation

*Not enough group support for devising belief statements.

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Appendix C

Final Belief Statements

Belief Statements

A Professional Development School will be guided by Belief Statements, which describe what we hope a Professional Development School will become.

1. ***All in a Professional Development School are learners.***

The focus of a Professional Development School is learning. Students, teachers, administrators and parents are all learners in a Professional Development School. Students will have the opportunity to be active learners in an environment that provides for individual needs and abilities. Teachers and administrators will share ideas and opportunities for professional development, including using and contributing to current research. This can occur in the school site as we reflect upon what we know from practice, as well as in collaboration with West Virginia University faculty. Parents and the community will learn from the activities in a Professional Development School through their involvement with the Professional Development School site.

2. ***All in a Professional Development School have the opportunity for success.***

The members of a Professional Development School will design and implement activities and programs and develop a climate that promotes and recognizes success for all. The school community (which includes students, teachers, administrators, and parents) should be provided with opportunities for growth and challenge. All members of a Professional Development School community expect to be successful.

3. ***The organization of a Professional Development School encourages all to be empowered.***

The interactions and organization of a Professional Development School will initiate and support the empowerment of all members of the school community. A shared decision-making approach will be used in all aspects of school life; ideas will be valued and all will be encouraged and supported in taking risks. Open communication among all groups involved in the school community is necessary for this to occur.

4. ***A Professional Development School fosters an environment of mutual respect.***

In a Professional Development School, all respect self, the school community, and the global community. A Professional Development School will provide experiences that foster appreciation of cultural and human diversity and will promote self-esteem in the entire school community.

5. ***A Professional Development School promotes curriculum and instruction that evolves from continual review and that reflects the school's vision.***

In a Professional Development School, the best of practice and the best of research guide review and revision of curriculum and instruction

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Appendix D

Application Packet Sent to Schools
Letter of Introduction
Additional Information
Criterion
Team Membership
Application Packet

The Benedum Project

Collaborating to Improve Education in West Virginia

November 15, 1989

Dear Mr. Myers:

Earlier this year, the College of Human Resources and Education at West Virginia University began an exciting education renewal project in collaboration with other colleges within the University and with public schools. This project, supported by a grant of one million dollars from the Claude Worthington Benedum Foundation, has two central goals:

1) To redesign WVU's preparation program for teachers.

2) To establish three to six Professional Development Schools.

Unlike lab schools or other schools and programs with special faculties and selected students, Professional Development Schools will be *existing* public schools. The people in these schools will make a commitment to some basic beliefs about teaching and learning, and they will identify and engage in deliberate activities to make those beliefs realities. These schools will also be practicum sites for the next generation of education professionals. The concept of the Professional Development School involves collaboration, shared decision making, and true partnership with West Virginia University.

The members of the Benedum Project Professional Development Schools Team, composed of public school teachers and administrators and representatives of West Virginia University, have been working together to establish criteria and to design an appropriate and equitable process for selecting Professional Development School sites.

We are pleased to invite your school to apply to become a Professional Development School. A minimum of three and a maximum of six sites will be selected from the public schools of Marion, Monongalia, Preston, and Taylor counties.

If the idea is interesting to you and you would like further information, please contact Teresa Field, Associate Director for Professional Development Schools, at 293-5703. You may also contact your school district central office, where we have placed additional materials and a videotape that introduces the Benedum Project and provides more insight into Professional Development Schools.

We have enclosed in this packet some important background information about the Benedum Project and Professional Development Schools, a list of the Team members who contributed to the development of the criteria and site selection process, the criteria that will guide selection of sites, a brief description of how applications will be reviewed and assessed, the application form, and a ballot envelope and page of ballots.

We hope that you will join your colleagues in this innovative and exciting partnership to improve education. We urge that you involve as many faculty and administrators as possible in responding to the application materials. **The postmark deadline for application is January 5, 1990.**

Sincerely,

Neil S. Bucklew, President
West Virginia University

Diane L. Reinhard, Dean
College of Human Resources and Education

Perry D. Phillips, Director
Benedum Project

Teresa T. Field, Associate Director
for Professional Development Schools,
Benedum Project

The Benedum Project

Professional Development School

Application

Must be *postmarked* by January 5, 1990
Submit to:

The Benedum Project
802 Allen Hall
West Virginia University
Morgantown, WV 26506

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Belief Statements

A Professional Development School will be guided by Belief Statements, which describe what we hope a Professional Development School will become.

All in a Professional Development School are learners.

The focus of a Professional Development School is learning. Students, teachers, administrators and parents are all learners in a Professional Development School. Students will have the opportunity to be active learners in an environment that provides for individual needs and abilities. Teachers and administrators will share ideas and opportunities for professional development, including using and contributing to current research. This can occur in the school site as we reflect upon what we know from practice, as well as in collaboration with West Virginia University faculty. Parents and the community will learn from the activities in a Professional Development School through their involvement with the Professional Development School site.

All in a Professional Development School have the opportunity for success.

The members of a Professional Development School will design and implement activities and programs and develop a climate that promotes and recognizes success for all. The school community (which includes students, teachers, administrators, and parents) should be provided with opportunities for growth and challenge. All members of a Professional Development School community expect to be successful.

The organization of a Professional Development School encourages all to be empowered.

The interactions and organization of a Professional Development School will initiate and support the empowerment of all members of the school community. A shared decision-making approach will be used in all aspects of school life; ideas will be valued and all will be encouraged and supported in taking risks. Open communication among all groups involved in the school community is necessary for this to occur.

A Professional Development School fosters an environment of mutual respect.

In a Professional Development School, all respect self, the school community, and the global community. A Professional Development School will provide experiences that foster appreciation of cultural and human diversity and will promote self-esteem in the entire school community.

A Professional Development School promotes curriculum and instruction that evolves from continual review and that reflects the school's vision.

In a Professional Development School, the best of practice and the best of research guide review and revision of curriculum and instruction.

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Additional Information
Regarding the Selection of Professional Development Schools

There are several conditions that are "givens" in the selection of sites to become Professional Development Schools. Some were included in the grant proposal; others were identified during the development of the site selection process.

These conditions are listed below, and we encourage you to keep them in mind as you prepare your school's application. In order for a school to be selected as a Professional Development School site, it must:

- have the endorsement of its county Board of Education.
- have the endorsement of at least 60% of its certified personnel.
- have the documented support of both the Superintendent and the Principal.

Other considerations in the selection of Professional Development School sites include the following:

- The schools selected will represent each of the grade level categories: elementary, junior high/ middle school, and senior high school.
- At least one of the selected schools must be a rural school.
- The schools selected will represent the diversity of schools in the state and region. Characteristics that will be reviewed include, but are not limited to:
  - Size
  - Grade levels
  - Location
  - Characteristics of student body: e.g., socio-economic, academic achievement, etc.
  - Characteristics of faculty: e.g., years of experience, professional preparation, achievements, turnover, etc.
- Schools selected as Professional Development School sites will develop a collaborative relationship with West Virginia University. This collaboration will include serving as sites for a variety of practicum students.
- The schools selected will be asked to share their successes as a Professional Development School with others from outside their school.

Following are the members of the Professional Development School Team who, over the past three months, helped create the enclosed documents.

Professional Development School Staff:
Teresa T. Field, Associate Director
Mike McNally, Linda Patrick and Sarah Steel, Graduate Assistants with Professional Development Schools

Professional Development School Team Members:
Norman Adlington, Grafton High
John Andes, Education Administration
Bob Beach, Clay-Battelle
Scott Bower, Curriculum and Instruction
Greg Cartwright, Grafton High
Janet Crescenzi, East Dale Elementary
Tom Deadrick, East Fairmont High
Susan Donavan, Brookhaven Elementary
Jack Dulaney, Monongalia County Schools
Anne Fleming, Westover Junior High
John Flynn, English
Dennis Gallon, Brookhaven Elementary
John George, Morgantown High
Jeanne Gerlach, Curriculum and Instruction
Janice Goodwin, South Junior High
Tom Hart, Morgantown High
Sharon Hibbs, Barrackville Middle School
Nancy Hoffman, Curriculum and Instruction
Tom Lash, Wheeling Park High
Gail Looney, Ohio County Schools
Mary Ann Matheney, Grafton Middle School
Rogers McAvoy, Educational Psychology
David McCrory, Technology Education
Kaye McCrory, Suncrest Primary
Kelly Michael, East Fairmont High
Jake Mullett, Monongalia County Schools
Jim Napolillo, East Dale Elementary
Ruth Oaks, Central Elementary
Pat Obenaut, Curriculum and Instruction
Mike Pocki, Bridge Street Junior High
Gwen Rosenbluth, Morgantown High
Luise Savage, Special Education
Mary Anne Seckel, Central Elementary
Jake Seitz, Morgantown High
Bill Strakal, Riverside Elementary
Wendell Teets, Taylor County Schools
Sandra Wales, Bruceton High
Barbara A. White, Suncrest Junior High
Janet Zimmerman, Music Education

(Principals will also need to facilitate the completion of the following section.)

Faculty Support Statement

Faculty support and active participation are crucial to the success of a Professional Development School. One of the requirements for application is that a minimum of 60% of the *certified* personnel vote to support their school's Professional Development School application. To enable maximum participation, the voting period should be one school week in duration.

Please adhere to the following voting procedures:

1. **Duplicate a sufficient number of the enclosed ballots.**
2. **Distribute ballots to all certified personnel (excluding administrators) who serve students in your school. Have each voter sign the enclosed Voter Signature Sheet when given a ballot.**
3. **Cast ballots in secret by marking the ballot and placing it in an official envelope provided in the application packet.**
4. **Have an elected faculty representative and principal count the ballots and tabulate the results on the Voting Validation Form. (Abstentions count as "no" votes.)**
5. **Report results to the faculty by the next working day.**

SAMPLE BALLOT

Professional Development Schools Ballot

☐ *I support my school's application to become a Professional Development School.*

☐ *I do not support my school's application to become a Professional Development School.*

Service Personnel Awareness Statement

Members of a Professional Development School believe that the total school community shares in the education of each student; therefore, it is imperative that all personnel involved with students be aware of these ideas and beliefs. Please indicate when and how the opportunity has been provided for the service personnel to become acquainted with the Professional Development School concept. ***You may attach supporting documentation (memo, newsletter, meeting agenda, etc.) if you desire.***

Date _____

How presented _____

Audience _____

Community Awareness Statement

Community support and understanding are necessary for educational success. In a Professional Development School, the total school community shares in the education of each student; therefore, it is imperative that these Professional Development School concepts be shared with the community. Please indicate how the opportunity for the parents and school community to be involved has been communicated through a PTO, Parent advisory council, or other means. ***You may attach supporting documentation (memo, newsletter, meeting agenda, etc.) if you desire.***

Date _____

How presented _____

_____ _____

Audience _____

Superintendent Support Statement

Please read the preceding belief statements and respond to the following question in the space provided.

Given the beliefs that guide a Professional Development School, how would you envision your support within the framework of your county's educational philosophy and mission statement?

Principal Support Statement

Please read the preceding belief statements and respond to the following statement and question in the space provided.

Administrator and teacher innovation and change are inherent parts of the Professional Development School belief system. How do you envision your involvement and support for shared decision-making and empowerment of all personnel in your school? How do you propose to support teachers in their desire to be innovative within the school or the classroom?

Assistant Principal(s) Endorsement _____

_____

3

3. *What benefits do you envision for your school community if your school is selected as a Professional Development School? (Please respond in the space provided.)*

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Demographics

Please identify appropriate designation.

- Elementary : Grades _____
- Junior High/Middle School: Grades _____
- High School: Grades _____
- Other: Grades _____

- Student enrollment _____

- County _____

- Is your school a *rural school*? _____ If yes, why?

- Total years teaching experience

Please list the number of faculty in each category:

0-3 years _____ 4-7 years _____ 8-15 years _____ over 15 years _____

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Vision Statements

1. *A Professional Development School will be guided by belief statements; the beliefs are what we hope a Professional Development School will become. Please review the belief statements at the beginning of this document and reflect on these statements as they may relate to the present and future of your school. (Please respond in the space provided.)*

2. *Collaboration with West Virginia University is a part of the Professional Development School concept. How do you envision the collaboration between WVU and your school? (Please respond in the space provided.)*

Tell us about your school. Include any information not requested in this application that you feel is important for the review team to know. (Please respond in the space provided.)

It is important that collaboration be shown through the entire Professional Development School process. Please describe the process you used to complete this application and identify those who were directly involved in the process. (Please respond in the space provided.)

Tell us about your faculty. (Please respond in the space provided.)

Tell us about your students. (Please respond in the space provided.)

Voter Signature Sheet

Professional Development Schools Ballot

☐ *I support my school's application to become a Professional Development School.*

☐ *I do not support my school's application to become a Professional Development School.*

Professional Development Schools Ballot

☐ *I support my school's application to become a Professional Development School.*

☐ *I do not support my school's application to become a Professional Development School.*

Professional Development Schools Ballot

☐ *I support my school's application to become a Professional Development School.*

☐ *I do not support my school's application to become a Professional Development School.*

Professional Development Schools Ballot

☐ *I support my school's application to become a Professional Development School.*

☐ *I do not support my school's application to become a Professional Development School.*

Those who have signed below actively participated in the construction of this document.

Name	Position

Benedum Project
Professional Development School
Voting Validation Form

Sixty percent of the *certified* personnel must support the Professional Development School concept before an application can be considered. Please complete the following form and enclose with the completed application.

School _____ Date _____

Number of certified personnel in the building (excluding administrators): _____

Number of certified personnel who voted to support their school's application to become a Professional Development School: _____

Number of certified personnel who voted not to support their school's application to become a Professional Development School: _____

Percentage of certified personnel who voted to support the Professional Development School concept: _____

$$\left(\frac{\text{\# of "yes" votes}}{\text{\# of certified staff in building}}\right)$$

Principal Signature _____

Faculty Representative Signature _____

WORKSHEET: PDS Application Review

Name of School_____

Response Item (Check one):

___ 1. Vision statements
___ 2. Collaboration with West Virginia University
___ 3. Benefits to school community

A. Reviewer's evaluation (Circle one):

Strong Acceptable Weak

B. Rationale for the evaluation:

C. Questions:

PDS Review	Vision			Collaboration			Benefits			Overall		
	Strong	Acc.	Weak	Strong	Acc.	Weak	Strong	Acc.	Weak	Strong	Acc.	Weak
Barnes Elementary												
Central Elementary												
East Dale Elementary												
Kingwood Elementary												
Second Ward Elementary												
Summers Elementary												
Suncrest Elementary												
Grafton Middle School												
Valley Junior High School												
Bruceton High School												
East Fairmont High School												
Fairmont Senior High												
Grafton High School												
Morgantown High School												

Appendix E

Site Selection Criterion
Glossa
Criterion
Evaluation Forms

Additional Information
Regarding the Selection of Professional Development Schools

There are several conditions that are "givens" in the selection of sites to become Professional Development Schools. Some were included in the grant proposal; others were identified during the development of the site selection process.

These conditions are listed below, and we encourage you to keep them in mind as you prepare your school's application. In order for a school to be selected as a Professional Development School site, it must:

- have the endorsement of its county Board of Education.
- have the endorsement of at least 60% of its certified personnel.
- have the documented support of both the Superintendent and the Principal.

Other considerations in the selection of Professional Development School sites include the following:

- The schools selected will represent each of the grade level categories: elementary, junior high/ middle school, and senior high school.
- At least one of the selected schools must be a rural school.
- The schools selected will represent the diversity of schools in the state and region. Characteristics that will be reviewed include, but are not limited to:
  - Size
  - Grade levels
  - Location
  - Characteristics of student body: e.g., socio-economic, academic achievement, etc.
  - Characteristics of faculty: e.g., years of experience, professional preparation, achievements, turnover, etc.
- Schools selected as Professional Development School sites will develop a collaborative relationship with West Virginia University. This collaboration will include serving as sites for a variety of practicum students.
- The schools selected will be asked to share their successes as a Professional Development School with others from outside their school.

CRITERIA AND SAMPLE INDICATORS

Criterion 1: The majority of the members of the applicant school have a commitment to engage in activities to renew and restructure their school.

Some Indicators:

- The school used a collaborative process to develop the application.
- The participants in the development of the application had a clear, stated vision of how the beliefs could be applied in their school.
- A sufficient representation of the school community participated in the development of the application.
- The principal's statement indicates an understanding and endorsement of collaboration, shared decision-making, and the process required in becoming a Professional Development School.

Criterion 2: The conditions and characteristics of the applicant school combine to indicate potential for becoming a successful Professional Development School.

Some Indicators:

- The responses to the four sections of the application are congruent with one another and with the vision and belief statements of the Professional Development School.
- The responses in the application indicate that the members of the school can generate a variety of ideas or possibilities regarding their future in a Professional Development School.
- There is evidence in the responses in the application that the members of the school are able to focus on "what if" rather than "can't."
- The activities envisioned require collaboration.

Criterion 3: The members of the applicant school understand and endorse collaboration, both in their school and with WVU.

Some Indicators:

- The applicant school's response to the question addressing collaboration and partnership identifies realistic ways in which collaboration can be mutually beneficial.
- Members of the applicant school identify more possibilities than barriers in collaboration and partnership with WVU.
- The applicant school's response to collaboration is not limited to traditional and conventional school-university interactions of the past.

PDS
Long Range Building Focus

The staff of each PDS site will develop a narrative description of the school focus for the year. This document should include:

- Basic facts and information about the school:
  number of faculty and staff
  number of students served: include special populations
- A description of the past, present and future direction of the school as it relates to PDS involvement.
- A rationale for the selection of the school focus which addresses the research and/or literature linked to this focus
- A connection to each of the PDS Belief Statements.
- A description of the involvement with WVU and/ or others.

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School Steering Committee
Criteria For Writing Proposals

The completion of a **Request for Support of Benedum Activities** form is required for the expenditure of funds.

Use the following guidelines when completing the form:

The Request CAN NOT:

- Use Benedum funds to supplant programs or materials that are the responsibility of the county administration to provide.
- Develop plans that will change the county personnel ratio.

The Request MUST:

- Be congruent with the school's Long Range Focus.
- Be developed as a result of a (shared decision making) collaborative process that allows involvement of faculty members, WVU and/or others.
- Support one or more of the PDS Belief Statements.
- Have been reviewed and endorsed by the school steering committee and the principal.

VAILABLE

CODE # ____

THE BENEDUM PROJECT
PROFESSIONAL DEVELOPMENT SCHOOLS

REQUEST FOR SUPPORT FOR BENEDUM ACTIVITIES

Contact Person_____ **Phone** _____

Site _____

Principal's Signature _____

Date endorsed by Site Steering Committee _____

Please summarize the type and amount of funding requested :

	Type	Amount
Equipment	_____	_____
Personnel Services	_____	_____
Reference Material	_____	_____
Travel	_____	_____
Other (Please specify)	_____	_____
Total Amount Requested		_____

Please provide a clear and specific narrative that includes the following information:

1. A summary of what you will do.

2. The identification of the student population it will benefit.

3. The names and titles of the people who will be involved in making this activity a success.

4. An explanation of how this activity ties into your long range building focus as a PDS, including its connection to one or more of the Belief Statements.

5. A description of the collaboration and involvement of WVU in this activity.

6. A description of your evaluation plan: is there the opportunity for a "Teacher as Researcher" component?

7. The proposed timelines for carrying out this activity. (Stages or products and tentative beginning and ending dates.)

8. A description and explanation of associated costs.

9. A description of your efforts to identify and obtain alternate funding , and the results.

Revised 12/90

Proposal Review Sheet

School Name: _____ Date: _____

Please rank each Proposal Components using the following scale:

Weak 1 2 3 Strong 4

Use only whole numbers.

Proposal #	1	2	3	4	5	6	7	8/9	Total
	Proposal Summary Clear Purposeful	Benefits to Student Population	Innovative Progressive Content	Connection to Focus and Belief Statements	Appropriate Collaboration with SPMS	Evaluation Plan/ Tie to Researches	Reasonable Timeframe	Budget/ Alternate Funding	

Comments:

Questions:

Suggestions:

Reviewer: _____

Review Items and Indicators

Remember: Requests need to be
- **consistent with the School Focus and**
- **demonstrate a connection to one or more of the Belief Statements.**

Proposal Sections:

1. A summary of what you will do

Things to look for:
- Completeness-
  - A beginning, a middle and an end
  - Logical sequence of events
- Consistency with School Focus
- Connection to Benedum Project Belief Statements

2. The identification of the student population it will benefit

Things to look for:
- Broad range of students who will benefit
- Possibility of future expansion to other groups in the school
- Specifics of how students will benefit that are consistent with sound educational practices

3. The names and titles of the people who will be involved in making this activity succeed

Things to look for:
- Adequate number of people identified to carry out the activity
- Participation by people who will be affected by the outcome of this activity
- Collaboration inside and outside of the school (interdisciplinary teaming, WVU collaboration, county office staff, parents, etc.)

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4. An explanation of how this activity ties into your long range building focus as a PDS, including its connection to one or more of the Belief Statements

Things to look for:

- Connection to Focus Statement
  - Congruent with Focus Statement/school goals
  - Proper sequencing
  - Appropriate connection to meet desired outcome
- Connection to Belief Statements
  - Specific statements identified
  - Consistent with School Focus
  - Appropriate interpretation of Belief Statements

5. A description of the collaboration and involvement of WVU with this activity

Things to look for:

- Sufficient representation
- Collaboration throughout the planning as well as during the implementation phases of the activity
- Collaborators who are properly matched with project components and activities

6. A description of your evaluation plan: is there the opportunity for a "Teacher as Researcher" component?

Things to look for:

- Congruence between evaluation and planned activity
- Realistic time frames for evaluation to be completed
- "Teacher as Researcher" idea addressed
- Adequate time and personnel to conduct research and complete evaluation
- How evaluation will be used in future planning

7. The proposed timelines for carrying out this activity (stages or products and tentative beginning and ending dates)

Things to look for:

- Consistency between timeline and activities described in the narratives
- Realistic timelines/ Specific dates if possible

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